Welcome to

the Summer 2021

**Professional Experience and Project (PEP) (INF 388L)**

a 3-credit credit/no-credit class that serves as your culminating project for your MSIS degree!

**Students enrolled this summer must be graduating in August 2021.**

**Instructor**: Dr. Loriene Roy, Professor

**Office hours**: by appointment. Please send me an e-mail through Canvas and we will find a mutually agreeable time to meet.

**Email**: loriene@ischool.utexas.edu (After class starts, send me email through Canvas.)

**Unique #**: 78275

**Meeting Times**: four Tuesdays, 6:00 - 8:45, synchronous (live) over Zoom

**Tuesday Meeting Dates**: June 8, June 15, July 13, July 20

**Poster Session**: July 27, 6 - 7:30 p.m.

**Note**: Students enrolled in the Master's Report (INF 398R) and second class of their Master's Thesis requirement (INF 698B) will meet with the PEP (INF 388L) students in our Zoom classes, complete their e-portfolios, and present at the Poster Session.

**Note**: If you were admitted to the iSchool in fall 2019 you will have to complete a minimum of 36 semester hours of coursework for your MSIS. If this is the case, you will create an electronic portfolio this summer but you will NOT register (and NOT pay for!) INF 181E. If you are completing the MSIS under the old program (pre-2019 Graduate Catalog) of 40 credit hours, then you will HAVE TO register for (and pay for) INF 181E. This last scenario may not apply to any of you, so do not worry.

Attendance at Zoom class meetings and the Poster Session are mandatory, unless (rare) previous arrangements have been made.

**CAPSTONE INFORMATION**

* Capstone Website: https://ischool.utexas.edu/programs/msis/capstone
* Capstone Handbook: https://www.ischool.utexas.edu/handbooks/capstone-handbook.pdf
* Capstone Archive: <https://ischool.utexas.edu/programs/capstone-archive>

**COURSE DESCRIPTION**

As the culminating experience of the MSIS program, INF 388L allows students to apply ideas and concepts developed throughout the program to a professional problem or project in a real-world setting. The course provides the opportunity to practice handling various professional issues and problems while reflecting on experiences gained as students prepare to launch themselves professionally.

**COURSE OBJECTIVES**

* Negotiate project outcomes and expectations with a supervisor
* Manage a professional-level project/problem
* Respond appropriately to problems as they arise (seek advice, guidance)
* Strengthen communication and presentation skills about the project and progress with various audiences

**DUE DATES**

* PEP Proposal and PEP Letter of Agreement: Friday, May 7, 2021
* PEP Journal Entries (Tuesdays by 9 p.m.): June 22, June 29, July 6
* PEP Title and Abstract: by 9 p.m. on Tuesday, July 6
* Draft PEP Poster Slide in PowerPoint: by 9 p.m. on Tuesday, July 13
* Draft Electronic Portfolio link and Final PEP Poster Slide: by 9 p.m. on Tuesday, July 20
* Final Electronic Portfolio link: submitted by 9 p.m. on Friday, July 23
* Poster Session: Tuesday, July 27, 6 - 7:30 p.m.
* Completed Evaluation from PEP field supervisor: by Tuesday, July 27, 6 p.m.

**YOUR WORK BEFORE YOU START YOUR PEP**

By May 7, 2021, the Last Day of Class for the 2021 Spring Semester: Register for INF 388K (PEP) + Identify a PEP idea + Identify a Field Supervisor (or Identify your Field Supervisor first) + Negotiate PEP Proposal draft with Field Supervisor and Dr Roy + Complete and Sign PEP Proposal + Draft PEP Letter of Agreement and Negotiate with Field Supervisor and Dr Roy + Add your Signature and Field Supervisor's Signature to completed PEP Letter of Agreement + Send Completed and Signed PEP Proposal and PEP Letter of Agreement to Dr Roy + Dr Roy Informs Carol Carreon that you are Set to Go

**YOUR WORK DURING THE SUMMER SESSION**

By July 27, 2021: Apply for Graduation + Start and Complete your Electronic Portfolio + Start and Complete your 125 hour PEP + Attend four Class Meetings on Zoom + Submit three PEP Journal entries during weeks we do not meet on Zoom + Send your PEP Title and Abstract to Dr Roy + Send your draft PEP Poster Slide to Dr Roy + Send your draft Electronic Portfolio link to Dr Roy + Send your final PEP Poster slide to Dr Roy + Send your final Electronic Portfolio link to Dr. Roy + Send your Evaluation Form to your PEP Field Supervisor for completion and signature + Forward your completed and signed PEP Evaluation Form to Dr Roy + Invite your Field Supervisor to the Poster Session + Present your Poster

**GRADING**

Grading is CR/NC (credit/no credit, the equivalent of pass/fail), based on completion of the assigned tasks.

**COURSE DETAILS**

* If you plan to graduate in December 2021, you will complete your Capstone during the fall 2021 semester. DON’T REGISTER FOR THE CAPSTONE THIS SUMMER IF YOU PLAN TO GRADUATE IN DECEMBER 2021 OR LATER. I will double-check your record of courses to make sure that you are graduating in August. No exceptions! This is your capping experience and you need to enroll in your final semester.
* Remember: to graduate in August you must complete your graduation application form by the deadline. Watch for the notices from Ms. Carol Carreon. You will receive the notices if you are subscribed to the Insider electronic list. According to the University calendar, your official graduation date is August 16, 2021. \*Note: there will be no official public commencement exercises in August. Please return in May 2022 to participate in your commencement exercises!
* Although you can register (and SHOULD register) for the course even if your forms are not complete (e.g., signatures are missing), your forms MUST be complete by \*\* Friday, May 7\*\*. If they are not, you will be dropped from the course. You are responsible for registering yourself for the Capstone course and for getting your completed forms in on time.
* Full instructions for what you need to do (including required actions that do not involve me as the Capstone instructor) can be found in the Capstone manual online. The manual is linked on this page: https://www.ischool.utexas.edu/programs/masters/capstone. Scroll down to the bottom of this page on our iSchool website to see links to the forms you will need to complete including the PEP Proposal form and the PEP Letter of Agreement. You will also need your Field Supervisor to complete the PEP Field Supervisor Evaluation and submit this final form to me by the day of the Poster Session event.
* Here are copies of these important documents:

PEP Proposal Form (1).docx download

PEP Letter of Agreement Form (1).docx download

PEP Field Supervisor Evaluation Form (1).docx download

* You must attend four meetings over ZOOM during the 2021 summer on: June 8, June 15, July 13, July 20, from 6:00 - 8:45 p.m.
* You must submit three PEP Project Journal entries during weeks we do not meet on Zoom on: June 22, June 29, July 6. Due by 9 p.m.
* You must also complete your Electronic Portfolio during the summer session.
* You will present your Capstone at a special Poster Session Zoom event in the iSchool on Tuesday July 27, 6:00 - 7:30 p.m. More details to follow!
* Here is where you can download a paper copy of the syllabus:

**A NOTE FOR MASTER’S REPORT AND THESIS STUDENTS**

* As the instructor for the PEP (INF 388L) I will not need to sign your forms. I will simply monitor to be aware who is enrolled and who I expect to see in the Zoom class sessions
* You MUST ATTEND our four Zoom class sessions on select Tuesdays from 6:00 – 8:45 p.m. (6/8; 6/15; 7/13 and 7/20).
* You MUST SUBMIT your project Title and Abstract by July 6. Deadline is 9 p.m. You will see details in the syllabus.
* You MUST SUBMIT a link to your draft Electronic Portfolio by July 20. Deadline is 9 p.m. The syllabus will contain some details about what an e-portfolio entails and what yours must include.
* You MUST SUBMIT the link to your final Electronic Portfolio by 9 p.m. on Friday, July 23.
* You MUST PARTICIPATE in the poster session on Tuesday, July 27, 6 - 7:30 p.m.

**ASSIGNMENT DESCRIPTIONS**

**PEP and the Required Forms**

* \*\*You MUST GET your PEP Proposal and PEP Letter of Agreement forms with all signatures to me by \*\*May 7, 2021\*\*.
* Send me your PEP Proposal to me at loriene@ischool.utexas.edu as an MSWord .docx email attachment in MSWord. The .docx file will allow me to use track changes to add notes.
* Send me your PEP Letter of Agreement signed by your field supervisor as a .pdf document to me at loriene@ischool.utexas.edu. Failure to get your materials in on time would be cause for being denied entry to the class this summer, so do not miss this deadline.
* The PEP Proposal and PEP Letter of Agreement are similar, except that the proposal is directed to the instructor and the letter is directed to the field supervisor.
* You should devote around 125 hours toward completion of your project.
* Any modifications to the project should be discussed with me as the course instructor.

**PEP Proposal:**

As your instructor I will evaluate your proposal, look for the elements stated above, and consider overall scope given the 125-hour requirement. You will need to work with me to clarify and make any revisions or edits to your proposal that I suggests. Typically, such revisions include reducing the scope of your work (you seem to have promised too much or been too ambitious), expanding the scope of your work (you seem to have promised too little, perhaps because predicting the duration of tasks was difficult, thus some potential extensions might be added), refining your topic (e.g., your project seems outside your skill set or the broad contours of iSchool work), or correcting violations of specifications for PEP projects (e.g., you list a deadline for work past the semester end date). In all cases of revision, you will work with me to reach a negotiated and acceptable version (sometimes you simply need to explain better; often I am trying to remove ambiguity that could cause problems later).

**PEP Letter of Agreement:**

The letter constitutes your contract with the field supervisor about what work you will perform, what the deliverables will be, and by when you will complete them. Make the letter as explicit as possible and describe what will happen should circumstances shift. For example, you might describe what you would do if it became impossible to conduct a particular task, such as stakeholder interviews. The letter of agreement probably does not need as lengthy a narrative description of the work as the proposal (see below) because the context is already known to the field supervisor. It should include lists of deliverables, activities, and objectives, as well as a preliminary schedule. It should also clarify the working relationship: where you will perform the work, the manner of supervision, necessary equipment, means of evaluation, and so forth. You will need to submit a signed letter of agreement to me as your 388L instructor.

**PEP Project Journal Entries**

You are required to keep and share three PEP Journal Entries related to your Capstone experience on three consecutive Tuesdays when we do not meet on Zoom. Share your PEP Journal Entries in two places on our course Canvas site. Please submit a text copy of your PEP Journal Entries in the appropriate discussion thread area in Canvas; this way your classmates can see your PEP Journal Entries and respond if they like. Also, send MSWord .docx copies of your PEP Journal Entries in the "grades" area of Canvas. I will return comments through Canvas.

Each entry should contain a personal exploration of what you are learning about yourself in the professional setting of your project. Use this opportunity to not only write about what you are doing but what you are learning. Consider your responses to the work you are doing. You might address questions such as:

* Are you proceeding according to your original plan in your PEP Project Proposal? If not, explain any changes you have had to make.
* What successes and/or problems arose? How did you respond?
* How satisfied are you with how you handled a challenge—or a success?
* What seemed to work well and what worked less well?
* Why did the problems or successes arise?
* What might you have done to circumvent challenges?
* What did you do to contribute to your successes?
* Provide any relevant technical details that added to the challenge or success.
* Consider any social aspects of your work as it related to dealing with people.
* Consider your personal experiences and attributes that might have contributed to the challenge and/or success.
* Relate any explanation of the organizational structure of your Capstone site that might have contributed to the challenge and/or success.
* Remember that these journal entries should be reflective and not a means through which you can vent!
* If you feel that little has changed since your last journal entry, then reflect on why this is the situation, consider your feelings: at this point are you feeling capable, challenged, informed, confused?
* As far as the length of your entry: contribute 250-500 words, or from 1-2 pages of double-spaced text.
* Students may read each other’s three PEP Journal Entries through Canvas, although it is not required. You may comment on others' PEP Journal Entries if you like, but you are not required to comment. Many of you will experience similar frustrations and successes completing your Capstones and this offers you an easy way to compare notes with each other. Please keep in mind that this is a professional experience and the information will be shared with your peers. Therefore it is a good idea to keep away from vitriolic comments about your supervisor and other content that you might not want to have shared publicly.

**Poster Session: Tuesday, 27 July, 6 - 7:30 p.m.**

* You will also need to create a poster or approved equivalent that you will present at the public poster session event on July 27.
* Traditionally students have printed their poster, attached it to a backing, and chatted about their work to people who attended the event. We will explore another option for sharing your work.
* See examples of posters iSchool students have created in the Capstone archive: https://ischool.utexas.edu/programs/capstone-archive
* For information and useful advice on how to prepare posters, and how to design good ones, see:
* This set of PowerPoint slides created by students working in the iSchool IT Lab: Poster Design Presentation (1).pptx download
* This revised handout created by students working in the iSchool IT Lab: Poster\_Design\_Resources\_Handout Rev. 25 April 2021.doc download
* Here is a link to a tutorial on using PhotoShop to create your poster: https://utischool.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b62494bf-692f-443b-80c3-aa45014fdca3
* Examples of poster equivalents are demonstrations or videos. You can discuss your ideas with me should you have alternatives to a poster in mind.
* Watch for updated information from the IT Lab staff!

**PEP Title and Project Abstract:**

Submit a brief summary of your Capstone that will be included on your poster to me as a MSWord .docx file through Canvas. This is your abstract. The abstract must include this information, neatly labeled as such:

* Your name
* Project title
* Host organization
* Field supervisor’s name
* Abstract (approximately 150 words, less is fine). In the abstract, describe what problem or issue your project addressed, the methods you employed, your goals, and, if you can, the extent of your success in meeting them. Use descriptive terms or concrete examples to help the reader understand precisely what you did, how you did it, and why you did it.

**Draft PEP Poster Slide and Final PEP Poster Slide:**

Submit a draft of the poster you will display at your poster session as a PowerPoint slide. Note the due date for the PowerPoint slide of the draft and final version of your poster PowerPoint slide.

**Class Attendance**

The classroom sessions are designed to provide professional guidance and to give you an opportunity to discuss your projects with other students. If you are unable to attend a class session, you must let me as the instructor know at least 24 hours before the class session.

**Electronic Portfolio (e-Portfolio): Final Version due by July 27**

You will create an e-portfolio in the form of a website that illustrates your professional goals, interests and pursuits. The purpose of an e-portfolio is to help you prepare for your ideal professional job upon graduation and to help future employers understand who you are and what you want. Your e-portfolio is a means of presenting your professional self by sharing your aspirations, résumé, education, and samples of work (projects, papers, Web sites, and so forth).

One class session of our four PEP INF 388L class meetings will be devoted to giving you instruction about how to accomplish this. I recommend that you start preparing your e-portfolio early in the summer. Check the dates by which you need to send me the draft of your Electronic Portfolio and the final version of your Electronic Portfolio. See many samples of student e-portfolios on the Capstone Archive: https://ischool.utexas.edu/programs/capstone-archive

Sam Burns, Senior IT Manager in the iSchool, shared these slides on the e-portfolio. Watch for any updated assistance! Link https://docs.google.com/presentation/d/1ix466bintaSUTBwMOp051HwGnWRQViEeQcFr9PsyaR8/edit#slide=id.p

You must include the following items at a minimum on your e-portfolio:

* Statement of intent. In 400 words or less, detail your professional goals. Discuss how your iSchool education, your undergraduate degree, your volunteer efforts, prior employment, and/or similar events and experiences reflect and helped shape your professional interests and how they will aid you in achieving your goals. Think of the intended audience as a recruiter, hiring manager, or potential employer. Articulate your goals at a high level to demonstrate how your skills might translate to multiple environments. For example, the same skills that enable success as a reference librarian in a public library—ability to refine research questions, identify appropriate sources, and determine strategies for evaluating the value of retrieved materials—also enable success in domains such as market research and competitive intelligence. Similarly, the same skills that enable success as a library cataloger are equally good preparation for roles in digital asset management, and the skills that make you a good evaluator of user experience may translate well to an array of product development positions.
* Working links to samples of at least three papers or projects that you completed for iSchool courses or as independent projects. Include brief descriptions of each one (a sentence or two should be fine) so that the viewer understands:
* What the sample is.
* The knowledge, skills, or perspective that the sample demonstrates.
* If appropriate, why the sample is important to your professional identity.
* Your résumé. Typically, a résumé summarizes:
* Contact information.
* Education.
* Previous work experience. Summarize key functions and accomplishments that are relevant to your current goals.
* Skills not apparent from the work experience or education information (for example, languages spoken, including both human and computer).
* Awards and honors if they are relevant to your professional goals.

When you have completed a draft of your e-portfolio, upload a link to me through Canvas. Add any needed content and any needed revisions and submit a link to the final draft of your e-portfolio. If the portfolio is satisfactory, then I will mark this assignment as complete. If your e-portfolio is not satisfactory, then I will notify you of what you need to do to improve it; the revised e-portfolio will be due by July 27 and must be sufficient by then.

**Completed Evaluation Form: Due by July 27**

This must be completed and signed by your field supervisor and submitted to me as the course instructor no later than July 27, 2019. Earlier submissions are appreciated!

**Grading**

All students complete their capstones, including the PEP, master’s report, (master’s) thesis, and school library practicum, on a Credit/No Credit (C/NC) basis. To receive credit for the course, a student must attend the four class meetings, participate in the Poster Session event, and complete all assignments satisfactorily. I will issue a course grade of NC (no credit) if ANY assignment is not completed. I will not accept late assignments. Each student must:

1. Successfully complete a Professional Experience and Project (PEP).

2. Submit three PEP Journal Entries on the evolving Capstone, responding to any prompts I provide.

3. Produce an Electronic Portfolio that meets the criteria outlined previously.

4. Produce an abstract for the Capstone completed and a poster and/or presentation displaying outcomes of the work.

5. Attend all classes, including the required poster session/Open House at the end of the summer session.

**Course Schedule**

**Tuesday, June 8: Introduction and Learning to Prepare Your Electronic Portfolio!**

* Review: course requirements.
* Practical instruction in designing and creating your e-portfolio.
* Guest speaker: Mr. Sam Burns, Senior IT Manager: sburns@ischool.utexas.edu 388L\_EPortfolio.pptx download
* If time: Share an overview of your Capstone project!

**Tuesday, June 15: Poster Design and Critique!**

* Guest Speaker: Quinn Stewart
* See examples of posters iSchool students have created in the Capstone archive: https://ischool.utexas.edu/programs/capstone-archive
* For information and useful advice on how to prepare posters, and how to design good ones, see:
  + This set of PowerPoint slides created by students working in the iSchool IT Lab: Poster Design Presentation (1).ppt downloadx download
  + This revised handout created by students working in the iSchool IT Lab: Poster\_Design\_Resources\_Handout downloadRev. 25 April 2021.doc download
  + Here is a link to a tutorial on using PhotoShop to create your poster: <https://utischool.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=b62494bf-692f-443b-80c3-aa45014fdca3>

Update on your work!

If time: work on your Electronic Portfolios in breakout rooms.

**Tuesday, June 22: First PEP Journal Entry**

* Remember to submit your first journal entry by 9 p.m.
* Post in Canvas in both the Discussion Thread area and in the Grades area. Submit your version in the Grades area as a MSWord .docx file.

**Tuesday, June 29: Second PEP Journal Entry**

* Remember to submit your second journal entry by 9 p.m.
* Post in Canvas in both the Discussion Thread area and in the Grades area. Submit your version in the Grades area as a MSWord .docx file.

**Tuesday, July 6: Third PEP Journal Entry and PEP Title and Abstract**

* Remember to submit your third (and last required) journal entry by 9 p.m.
* Post in Canvas in both the Discussion Thread area and in the Grades area. Submit your version in the Grades area as a MSWord .docx file.
* Submit your PEP Title and Abstract in Canvas.

**Tuesday, July 13: Your Career Development!**

* Submit to Canvas your Draft PEP Poster Slide in PowerPoint: by 9 p.m. on Tuesday, July 13
* Guest speaker: Rachel Van Middlesworth, iSchool Career Development Office Manager

Here are readings that have been helpful in past classes:

**Job searching:**

* 10 Job Search Tricks That Will Change Everything You’ve Been Doing – Anna Runyan, The Muse. https://www.themuse.com/advice/10-job-search-tricks-that-will-change-everything-youve-been-doing
* 6 Job Search Tips That Are So Basic People Forget Them - Jenny Foss, The Muse. https://www.themuse.com/advice/6-job-search-tips-that-are-so-basic-people-forget-them

**Branding for information professionals:**

* Ulla de Stricker, 2 - Who is in charge of our image? Professional reputation management, in Information Professionals' Career Confidential, Chandos Publishing, 2015, pages 21-38. Available through the University Libraries as an e-book. Link lib.utexas.edu https://www.sciencedirect.com/science/article/pii/B9780081001905000021?via%3Dihub

**Career advice:**

* 7 Essential Tips to Succeed at Your New Job - Arnie Fertig, US News and World Report, March 8, 2016. Link https://money.usnews.com/money/blogs/outside-voices-careers/articles/2016-03-08/7-essential-tips-to-succeed-at-your-new-job
* 10 Experts Share the Best Career Advice They Ever Received - Susannah Snider, US News and World Report, Feb. 1, 2016. https://money.usnews.com/money/careers/articles/2016-02-01/10-experts-share-the-best-career-advice-they-ever-received
* The Best Career Advice You Never Hear - Emmie Martin, Business Insider, July 9, 2014. https://www.businessinsider.com/the-best-career-advice-you-never-hear-2014-7

**Championing yourself:**

* How to Ace Your Face-to-Face Interview. BBC Radio 4. Link https://www.bbc.co.uk/programmes/articles/2QyxgGcRPhhCfPCb0jYmNDL/how-to-ace-your-face-to-face-interview
* Top 10 Fears that Hold People Back in Their Careers - Bernard Marr, LinkedIn, Jan. 8, 2017. https://www.linkedin.com/pulse/top-10-fears-hold-people-back-careers-bernard-marr/
* Negotiating Your Salary – The Most Lucrative or Expensive Minutes of Your Life – Didac Hormiga, LinkedIn, Jan. 9, 2017. Link https://www.linkedin.com/pulse/negotiating-your-salary-most-lucrative-expensive-minutes-hormiga/
* Daily Muse, Negotiating salary. How to Negotiate Salary: 37 Tips You Need to Know. https://www.themuse.com/advice/how-to-negotiate-salary-37-tips-you-need-to-know

**Tuesday, July 20: Staying on Track! Preparing for your Poster Session!**

* Submit your draft Electronic Portfolio link to Canvas by 9 p.m.
* Submit your final PEP Poster Slide to Canvas by 9 p.m.
* Let's take a look at everyone's e-Portfolios!
* Let's take a look at everyone's Posters!
* Prepare for the Poster Session.
* Share updates on your experiences.

**Friday, July 23: Submit the Link to your final Electronic Portfolio by 9 p.m.**

**Tuesday, July 27: Poster Session, 6 - 7:30 p.m.**

* \*\*\*Make sure that you send an invitation to your field supervisor well in advance of this date.
* Submit your completed and signed PEP Field Supervisor Evaluation. You will find the form on the iSchool website: https://www.ischool.utexas.edu/programs/masters/capstone

**RESOURCES AND USEFUL DOCUMENTS**

**Land Acknowledgement**

We acknowledge that the iSchool sits on indigenous land. The Tonkawa lived in central Texas and the Comanche and Apache moved through this area. Today, various indigenous peoples from all over the globe visit Austin and/or call it home. We are grateful to be able to study and learn on this piece of Turtle Island. Since our class is online, you may be contributing from other tribal lands. Here is a map that may help you in identifying the indigenous peoples of the land on which you study: https://native-land.ca/ To read more about land acknowledgement, see: Stewart, Mariah, "Acknowledging Native Land is a Step Against Indigenous Erasure," Insight Into Diversity, December 19, 2020. Available at: https://www.insightintodiversity.com/acknowledging-native-land-is-a-step-against-indigenous-erasure/

**UT-Austin Native American and Indigenous Studies Program Land Acknowledgement**

We would like to acknowledge that we are meeting on the Indigenous lands of Turtle Island, the ancestral name for what now is called North America. Moreover, we would like to acknowledge the Alabama-Coushatta, Caddo, Carrizo/Comecrudo, Coahuiltecan, Comanche, Kickapoo, Lipan Apache, Ysleta Del Sur Pueblo and Tonkawa, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas. https://prezi.com/view/RXimd6u4iidNI3ViUg2d/

**SELF CARE**

* Taking Care of Mental Heatlh During COVID-19 (2).pptx download
* Self-Compassion (1).pptx download
* CWGS Austin Providers (2).doc download
* CWGS Community Counseling Resources (1).pdf download

**UNIVERSITY RESOURCES FOR STUDENTS**

UT Austin-CSE Resources for Students (1).pdf download

University of Texas Libraries: Your essential source for information! Take a look at the databases. <http://www.lib.utexas.edu/>

**Accessible, Inclusive, and Compliant Statement**

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations, please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: http://diversity.utexas.edu/disability/ (Links to an external site.). If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so that you and I can discuss your approved accommodations.

**Counseling and Mental Health Center**

UT offers resources to support you during difficult times. Check out the counseling and mental health center resources here: https://cmhc.utexas.edu/

**Behavior Concerns and COVID-19 Advice Line (BCCAL)**

UT-Austin’s Campus Safety & Security offers the “Behavior Concerns Advice Line (BCCAL) service. For more information see Link or call 512-232-5050. Here is the link to the COVID-19 questions online form: https://deanofstudents.utexas.edu/secure/emergency/bccal.php

**Personal or Family Emergencies (Student Emergency Services (SES))**

If you experience a personal or family emergency (death in the family, protracted sickness, serious mental health issues) you should contact Student Emergency Services in the Office of the Dean of Students. As advocates, SES supports students by providing the most comprehensive outreach, assistance, intervention, and referrals. They will also work with you to communicate with me and your other professors and let them know of your situation. https://deanofstudents.utexas.edu/emergency/

**CARES Act Emergency Assistance**

UT has received funds under the Coronavirus Aid, Relief and Economic Security (CARES) Act. If you need financial assistance, check this page for more information: https://onestop.utexas.edu/cares-act-faq/

**COVID-19 Response and Testing for the Spring 2021 Semester**

* Find details here: https://president.utexas.edu/messages-speeches-2020/covid-19-testing-for-fall-semester
* Find more information at Protect Texas Together: https://protect.utexas.edu/

**UNIVERSITY POLICIES**

**UT Honor Code and Academic Integrity**

* Please adhere to the University Honor Code (Link). "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."
* For information about plagiarism, see the link to “A Brief Guide to Avoiding Plagiarism” (http://www.utexas.edu/cola/centers/cwgs/\_files/pdf-4/ai2012.pdf).
* Review UT-Austin’s information about Academic Integrity: Link

"A fundamental principle for any educational institution, academic integrity is highly valued and seriously regarded at The University of Texas at Austin. More specifically, you and other students are expected to maintain absolute integrity and a high standard of individual honor in scholastic work undertaken at the University. This is a very basic expectation that is further reinforced by the University's Honor Code. At a minimum, you should complete any assignments, exams, and other scholastic endeavors with the utmost honesty, which requires you to:

* acknowledge the contributions of other sources to your scholastic efforts;
* complete your assignments independently unless expressly authorized to seek or obtain assistance in preparing them;
* follow instructions for assignments and exams, and observe the standards of your academic discipline; and
* avoid engaging in any form of academic dishonesty on behalf of yourself or another student."

Our University President invites us to Make the Commitment to Protect Texas Together, a voluntary code of conduct and a statement of shared purpose: https://utexas.qualtrics.com/jfe/form/SV\_3O5JDgd5O2vgY7z.

**Bias incidents and Title IX**

"Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit http://www.titleix.utexas.edu/, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419. Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors."

**Use of E-mail for Official Correspondence to Students**

UT-Austin has an official policy that requires all students to provide a current email address. You can review this policy at http://www.utexas.edu/cio/policies/university-electronic-mail-student-notification-policy

**Religious Holy Days**

The UT-Austin Office of the Registrar provides this additional information about absences due to a religious holy day: A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible, so that arrangements can be made to complete an assignment within a reasonable time after the absence. (https://registrar.utexas.edu/schedules/179/terms) Link

**Student Bereavement Policy**

The UT-Austin Student Bereavement Policy passed on 13 July 2020. A brief summary of this policy as reported in the Brief Minutes of the July 2020 Faculty Meeting reads: "The new policy states that students will be provided a minimum of three days of excused absences for the loss of family members and loved ones, and one day for classmates. In response to a question from the June 15 Faculty Council meeting, the proposal now clarifies that Saturday does count as a possible class day. To secure bereavement leave, a student would file an absence request with Student Emergency Services (SES), which would then reach out to the student’s instructors about the absence dates." See a copy of the proposed legislation here: D 18282-18284 Student Bereavement Policy.pdf download

**Sharing of Course Materials is Prohibited**

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University’s Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

**Class Recordings**

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.